

Securing good behaviour in schools – Goldington Academy

Tuesday 10th December 2019

Priorities	Expectations	Good practice	Current strengths (including evidence of improved outcomes for children)	Areas to develop
<p>School ethos, vision, values, beliefs, principles</p>	<p>There is an identified senior member of staff responsible for behaviour.</p> <p>Leaders model the behaviour and social skills that they expect from pupils and staff.</p> <p>Staff understand the personal contribution they can make to the positive school ethos.</p> <p>Leaders are aware of inconsistencies, some reported by pupils, and take action to reduce instances of poor modeling</p> <p>Staff are encouraged to report any difficulties and generally seek support where appropriate.</p>	<p>All staff actively contribute to promoting positive behaviour, through modelling and consistent approaches.</p> <p>Senior and middle leaders maintain a high profile in classrooms and around the school, seeking feedback from staff, pupils, parents and the local community on the behaviour of learners in the school.</p> <p>Behaviour referrals are reducing due to effective behavior management across the school.</p> <p>Any individual member of staff struggling with behaviour is offered support and not deemed a 'failure'.</p>	<p>Will Atkinson (Assistant Head) is the school lead for Behaviour and Attendance, leading very much by example – being on duty, patrolling the corridors and chairing the weekly pastoral meetings, attended by the Heads of Year, SENDCO and the Learning Inclusion Centre (LIC) manager.</p> <p>Heads of Year carry out Behaviour for Learning walks around the school. The last annual school survey was completed in Oct. 2018 by students, parents and staff. Over 93% of the students stated that they knew the school rules.</p> <p>In today's discussions, students were able to talk about their understanding of Fundamental British Values, having learnt about these in PHSE lessons.</p>	<p>Consider organising another Stakeholder survey to gauge current opinions</p> <p>School carries out pupil voice – heads of Year Half Termly + curriculum leaders termly. School council runs every half term.</p> <p>Parents forum is open to all parents and runs every half term and is attended by SLT.</p>

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Pupil voice	<p>The school has in place structures and systems to gather systematically pupils views</p> <p>The School Council can demonstrate that its views influence practice.</p>	<p>School leaders conduct interviews with a variety of students focused on :</p> <ul style="list-style-type: none"> attitudes to learning, feeling safe, behaviour support systems 	<p>The last annual survey was completed by all students in Oct 2018.</p> <p>Heads of Year interview selected students each term about issues including 'what makes a good lesson', and 'How would you describe behaviour in lessons' Comments include 'Most of the time it is good' (Behaviour)</p> <p>Student voice meetings take place each month with representation from each class.</p> <p>The students spoken to today all spoke enthusiastically about the wide range of extra-curricular activities on offer at Goldington, including Robotics, Journalism, Choir, Gardening, Chess, Football, Rugby and Table Tennis.</p> <p>They commented that it was 'easy to make friends' and 'everyone is friendly' (staff and students). The older students spoke about the 'massive push on careers' and how the school has 'definitely got better'.</p>	<p>In interviews, students commented that <i>'It depends on the teacher'</i>, particularly highlighting the issue of Supply teachers. Could further training be provided for regular supply staff?</p> <p>This is difficult as often regular supply are only contracted for teaching time and are not necessarily paid to attend staff training.</p> <p>However, the school's cover manager has devised a system this year to allow supply teachers to feedback any concerns or praise about the classes they teach. This is then given back to the teacher. Supply staff are given all policies on arrival to school, including yellow and red cards.</p>

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<p>Working with parents</p>	<p>The school has a behaviour policy in place which is communicated with parents.</p> <p>Parents views form part of an annual stakeholder survey</p> <p>Protocols are in place for responding to contact with parents.</p> <p>The school communicates regularly with parents via accepted reporting channels</p>	<p>A dedicated governor routinely reviews behaviour in and around the school taking account of the views of parents</p> <p>Expectations of pupil behaviour are clearly communicated to parents</p> <p>Parental questionnaires include a focus on</p> <ul style="list-style-type: none"> • safety of students • bullying • the child's happiness <p>The school systematically informs parents if their child's behaviour deteriorates.</p>	<p>Dedicated B&A Governor (Martyn Hallett) visits the school each half term to meet with staff, shadow pupils and go through the B&A reports with the Assistant Head (next visit 11th Dec 2019).</p> <p>The Home School Agreement booklet clearly sets out the expectations including Rewards and Sanctions, and is signed by the student, parent and form tutor. All new pupils & parents have to sign this document and records are kept in school.</p> <p>There is a Parent Forum meeting every half term with the Head, advertised through the school newsletter.</p> <p>85% of respondents to the Oct '18 survey agreed that their child is taught well and is making good progress.</p> <p>If a child is issued with a yellow or red card, staff contact home to explain the incident that led to this sanction, and the resulting consequences.</p>	<p>.</p> <p>Some newer staff seemed unsure about these procedures. Issuing of Yellow and Red cards rose in '18-'19 by 60% and 27% respectively. School data shows that 3 staff have issued 7 or more Yellow cards and one of these also issued 4 Red cards. Would these staff benefit from further training around the sanctions ladder, or coaching based on managing behaviours?</p> <p>We used Bedford Borough behaviour training courses this year to support two members of staff who were struggling with behaviour.</p> <p>All staff have had in house behaviour training this year led by WA.</p>
<p>Learners feel safe and adopt safe practices</p>	<p>Parents/Carers understand how to alert the school to potential incidents of bullying, including the collection of data.</p> <p>All staff and pupils are aware of anti-bullying procedures.</p> <p>Most pupils say that they feel safe in school and understand how to deal with bullying problems.</p>	<p>Annual anti-bullying training to include the different types of bullying including homophobic, gender and on-line aspects.</p> <p>All reported incidents of bullying are recorded, responded to and monitored regularly to avoid repetition</p>	<p>The 2018 Pilgrim Learning Trust (PLT) development review commented that <i>'pupils feel safe and well supported in the school'</i>. All the students interviewed today rated the school as a 7-9 out of 10 and their only area for improvement was <i>'things returning to normal'</i> (due to current building disruption). One young man, who</p>	

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			<p>previously had experienced racism in Europe, praised the school for how he has been treated by staff and students.</p> <p>The school has a number of Anti-Bullying Ambassadors who monitor the school for incidents and report to staff. The school has also recently appointed a number of Restorative Justice Ambassadors. All these students have had training from Will Atkinson and have badges to identify them. The children spoken to during this visit commented that there were few bullying incidents and they feel that the school deals with them effectively. There were only 6 reported bullying incidents in '18-'19.</p> <p>Anti-Bullying training for staff takes place annually, as part of the school's safeguarding training. In addition, weekly safeguarding updates are sent out, some of which are focused on anti-bullying. Will Atkinson met with ILI at Borough Hall to look through the Borough Anti-Bullying Toolkit.</p>	<p>The students interviewed knew about the AB Ambassadors but said they would prefer to speak to a member of staff. Few of them knew about the RJ Ambassadors although their profile is being raised in assemblies –could they be allowed further opportunities to develop their skills in dealing with incidents? (e.g. role play activities)</p>
<p>The behaviour of learners is monitored</p>	<p>The school records and tracks data for behaviour, low level disruption, attendance and punctuality</p> <p>The school analyses data by race, ethnicity, gender, disability and sexual orientation and uses this to</p>	<p>There is a named person who analyses and reports on the data.</p> <p>The school use data effectively to identify strengths and priorities for improvement.</p>	<p>The Assistant Head regularly monitors the B&A data and produces detailed half termly reports to Governors. The % of PEx (0.14%) and FTE (2.9%) are below the National averages for Secondary schools. Only 2/19 students were issues with more than one FTE last year.</p>	<p>The number of days education lost to FTE rose in '18-'19 (21 FTE leading to 88 days lost compared to 71 the previous year). 10/21 FTE were of Year 9 students and they lost 44 days of education as a result.</p> <p>Could shorter FTEs be just as effective in changing</p>

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	<p>inform further developments of its strategies.</p>	<p>Governors use data to evaluate the school's performance.</p> <p>Data is able to show that behaviour is mature and thoughtful and that it impacts positively on successful learning.</p>	<p>B&A reports are analysed by vulnerable groups including ethnicity, SEND, Pupil Premium. Racist incidents reported fell from 19 in 16/17 to 6 in 17/18 but then rose to 11 in 18/19.</p> <p>The % of FSM children as Persistent Absentees is falling (20.2% in 18/19 compared to 25.9% in 17/18) and is below the National Average for Secondary schools (27.7%)</p> <p>The school's overall attendance for 2018-19 was 96.2% compared to the National average for Secondary schools of 94.8%. The Persistent Absentees, at 7.2%, is significantly lower than the National average (12.7%).</p>	<p>behaviours? (less learning time lost, parents brought in quickly). Also, could older students be used to mentor some younger individuals?</p> <p>As a school we tend to only issue FTE for extreme behaviours which we feel deserve longer exclusion, for example violence towards others. Hence why our exclusion figures are a 2/3 lower than national figures.</p> <p>14 of the 21 FTE in 2018-19 were of Pupil Premium students – could consideration be given to using PP monies to try and address this disproportionate number of PP students getting excluded? Also, could the school work closely with their Early Help Professional to try and avoid further exclusions of these students?</p> <p>Our Early Help professional attends our pastoral meetings on a fortnightly basis to discuss individual children and is present at the vast majority of our TAFs.</p> <p>Finally, can case studies of 'successful interventions' be compiled to showcase where the</p>
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				<p>school has helped students to change their behaviour.</p> <p>Case studies have been compiled and were shared with you on the day of the audit and in previous years.</p>
Priorities	Expectations	Good practice	Current strengths (including evidence)	Areas to develop
<p>Quality of teaching and learning within the school setting</p>	<p>The school has effective curriculum provision to meet the pastoral and support needs of learners.</p> <p>The curriculum offer is relevant to the needs of all learners.</p>	<p>Staff are skilled in developing the emotional health and well-being of learners to ensure that curriculum engagement is positive and that all learners achieve.</p> <p>SEND provision is shared with all staff in the school and these students needs are considered by all staff.</p>	<p>The 2018 PLT development review stated that 'Personalised pastoral care is a strong feature of the essence of Goldington' and '<i>There is a palpable sense of care and attention to the safety and well-being of pupils</i>'.</p> <p>The SENDCO has enrolled on a coaching programme organised by Borough and also has conducted the Borough audit of SEND provision. All staff have access to Pupil Passports and Learning Plans as well as individual Provision maps electronically. Lesson observations identify SEND students and monitor the use of specific strategies by subject staff.</p>	<p>A number of students, when asked about behaviour in class, said '<i>it depends on the teacher</i>'.</p> <p>The school has invested in the Iris Connect video capture system and intends trialling this with NQTs next term – can this help to 'coach' individual staff to manage behaviour?</p> <p>That is the intention of our investment in IRIS.</p>

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<p>Pastoral Support procedures</p>	<p>The school has an effective pastoral support system that meets the needs of all pupils so that they can achieve to their potential.</p> <p>Tutors use tutorial times as an opportunity to get to know pupils and offer support where required.</p> <p>The school monitors the effectiveness of its pastoral system in close consultation with pupils.</p>	<p>Vulnerable pupils are identified quickly and early intervention and support put in place.</p> <p>Alignment between academic and pastoral systems ensures that all staff know their pupils very well.</p> <p>Staff with specialist skills, e.g. in conflict resolution and mediation are used effectively.</p> <p>There are well-established buddy, peer mentoring and/or befriending schemes in place that are valued and show a positive impact on pupils.</p>	<p>I spoke to a number of students during the visit, in both groups and individually. They all spoke positively about the school with comments including <i>'I like it, everyone is friendly'</i> and <i>'Teachers know me personally'</i> and <i>'the school has definitely got better'</i>.</p> <p>The LIC Manager and all Heads of Year have had training in the use of Restorative Approaches to conflict resolution.</p> <p>Staff interviewed spoke really positively about the 'high quality' Pastoral support in the school.</p> <p>The LIC Manager sets up a Restorative meeting between staff and students if a Red card is issued.</p> <p>Any student removed to the LIC for behaviour concerns are asked to complete 'Behaviour Online' (an interactive behaviour programme) designed to make them take ownership of their own behaviours. Students feel that the LIC is a good resource because it 'helps students'.</p>	<p>Could more staff be trained up in Restorative Approaches to Conflict Resolution?</p> <p>All staff have had RJ training when this was first introduced to the school and all staff are encouraged to use the restorative questions when issuing a yellow card; the questions are printed on the back of cards for staff to talk through with students.</p> <p>The LIC Centre Manager co-ordinates all Red cards – what happens when she is absent? (as today)</p> <p>Heads of year pick this up in her absence.</p>
Priorities	Expectations	Good practice	Current strengths (including evidence)	Areas to develop

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<p>Behaviour policy</p>	<p>The policy is reviewed and agreed every year by all staff and included in the new staff induction programme.</p>	<p>A code of conduct is agreed between staff and pupils and its rationale understood.</p> <p>Staff recognise the importance of modelling behaviours consistent with the behaviour policy.</p> <p>Behaviour for learning is threaded throughout the teaching and learning policy within the school.</p> <p>Senior and middle leaders are actively involved in monitoring and assessing the promotion of positive behaviour.</p> <p>Pupils are secure in the view that they are treated consistently.</p>	<p>The Home-School Agreement details the School Values, and Responsibilities of Parents/ Carers, Pupils and the School.</p> <p>The school web-site has copies of the Anti-bullying and Attendance policies which were last reviewed in Oct. 2019. The Behaviour policy was ratified by governors on 17/10/19, and is on the school website.</p> <p>All staff are expected to make contact with the home if they issue a yellow or red card to a student, and Heads of Year are informed. The students spoken to during this visit felt that this system was 'fair' and understood by the students.</p> <p>The Head teacher, Assistant Head and Heads of Year are visible on the corridors between lessons and lead by example during break and lunchtime duties. A 'keep left' policy on the stairs has helped alleviate problems in moving around. Despite the extensive disruption this term, due to building works in school, staff feel that the behaviour of the students has remained good or better.</p> <p>During this visit, I observed procedures before school, at break and at lunchtime. As last year, I was again impressed by the level of staff</p>	<p>School data shows that some staff are less consistent than others in their use of the Card system – can the school use this data to challenge and support individual staff members?</p> <p>This system is already in place and we use this tracking to support/challenge (this is how we identified staff to send on the borough behavior training). However, we are conscious that we do not want to discourage staff from using the systems of the school where necessary.</p> <p>Could the 'keep left' system be extended to movement along the corridors now?</p> <p>The keep left system is for the corridors as well as the stairs. However, due to the level of disruption to the site and</p>
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			supervision available (in high viz orange jackets) and the quick and orderly movement of the students from outside into their lessons (use of whistle).	changes to rooms/layouts etc we have had to make changes to the movement of pupils around school which has meant the system has not been as consistent as in previous years. However, given the amount of disruption to the site we are delighted with how smoothly movement around school has remained.
Priorities	Expectations	Good Practice	Current Strengths (including evidence)	Areas to develop
Rewards and consequences	<p>There is a clear and agreed policy (may be part of the Behaviour policy), designed to enhance motivation and engagement.</p> <p>This policy is communicated to all members of the school community and applied fairly and consistently.</p> <p>Data is collected to monitor the impact of rewards and consequences at school and student level</p>	<p>Rewards and consequences are not used explicitly for behaviour, but to support teaching and learning</p> <p>Rewards are used more than consequences and the students generally respond positively to rewards, and appropriately to consequences</p> <p>Robust systems are in place to analyse the impact of rewards and consequences, at individual pupil level, and by groups including SEN, gender and ethnicity.</p>	<p>Home-School Agreement contains the Rewards and Sanctions Ladders. All students spoken to said they knew these, they were 'fair' and that the staff 'loosely followed the sanctions system' which are displayed in all classrooms.</p> <p>Achievement points are awarded now, having replaced the old 'Kudos' points and House points systems. Postcards home are also sent although, this is not logged as a formal reward. The school also does 'shout outs' in assembly and, the most prestigious award for students is a Head teacher award, which, according to those interviewed, they do value.</p>	<p>There is confusion amongst the students regarding the system of rewards on offer. Some said Achievement points were 'encouraging' but the best thing was 'contact with home' e.g. phone call or postcard.</p> <p>Some staff admitted that they have given Achievement points but forgotten to award them because of the time it takes on the system.</p> <p>Can the Rewards system be re-visited as a whole staff to try and ensure greater consistency in approach?</p>
Safeguarding	The school has clear and consistently applied procedures for Safeguarding and Child Protection that are in	Staff training for safeguarding pupils' well-being is updated annually.	W Atkinson is the Designated Safeguarding Lead All school staff have received Level 2 in-house Safeguarding training	

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	<p>line with guidance from the Local Safeguarding Board.</p> <p>There is a named Safeguarding Lead in the school who is known to staff and pupils.</p> <p>Staff are trained in safeguarding pupils' well-being.</p>	<p>A nominated governor has responsibility for this area and provides updates on strengths and weaknesses which the school acts on.</p> <p>Safeguarding procedures are known by staff and pupils, who show a mature attitude to their responsibilities.</p>	<p>delivered by Will A. New staff are trained by WA and existing staff have completed on-line training. Catch-up training has been on-going for student teachers, peripatetic music teachers and anybody absent on 03/09.</p> <p>A.Dickinson is the nominated Child Protection Governor and visits the school regularly (last visit 16 Nov. 2018)</p> <p>The school has invested in the CPOMS database and all staff have had training around the use of CPOMS</p>	
CPD	<p>The school provides induction training for all newly appointed staff, including NQTs, with a rigorous focus on its behaviour policy.</p> <p>Where appropriate the programme is supplemented by external providers.</p> <p>Staff can request specific training and have some opportunity within school to discuss and learn about behaviour e.g Bedford Borough's Programme for Specialist Leaders in Behaviour and Attendance (PSLBA)</p> <p>The school regularly audits staff training needs and</p>	<p>The school recognises a need to strengthen ongoing support for NQTs and less experienced staff.</p> <p>NQTs regularly observe model lessons and receive developmental feedback on their practice.</p> <p>All NQTs and newly appointed inexperienced staff are assigned a named mentor with particular expertise in managing behaviour</p> <p>The school supports temporary staff to ensure consistency of approaches to classroom procedures.</p>	<p>Leanne Chapman leads the induction procedures for the school and, since taking over this role in Sept. 2017, has attended Borough training and Professional Study Groups. She also has supported NQTs to attend Borough training courses.</p> <p>The one NQT interviewed today praised the after school and training day CPD sessions and also spoke about attending catch up meetings with Leanne (weekly) and Will (half termly) this term.</p> <p>Will provides supply cover staff with details of the school's expectations and procedures. The school also employs a cover supervisor to assist in covering staff absence. External training has been organized for staff e.g.</p>	<p>Supply cover teachers vary in their skills and motivation, particularly relating to behaviour management. Might training for staff regularly brought in to cover lessons help address this issue?</p>

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	<p>recognises the need to evaluate the impact of CPD on practice and behaviour.</p>	<p>The school monitors systematically the impact of CPD on practice and pupil behaviour and refines its approach accordingly.</p>	<p>Attachment training run by the Borough Virtual School.</p> <p>On the evidence of our learning walk this morning, when we visited 11 lessons across the full age range, the students are well managed and respect the role of their teachers (included 3 supply staff lessons). One supply teacher commented that this was his 'favourite' school to work in as the behaviour of the students is 'very good'.</p>	
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